

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Rene' K Forsmann

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prairie Elementary School

(As it should appear in the official records)

School Mailing Address P.O. Box 570 1916 E Street

(If address is P.O. Box, also include street address.)

City Cottonwood State ID Zip Code+4 (9 digits total) 83522-0158

County Idaho State School Code Number* 103

Telephone 208-962-3521 Fax 208-962-7780

Web site/URL http://www.sd242.org E-mail rfors@sd242.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Mrs. Rene' Forsmann E-mail: rfors@sd242.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cottonwood School District #242 Tel. 208-962-3521

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Gus Hoene
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	16	18	34
1	19	14	33
2	11	10	21
3	13	14	27
4	17	14	31
5	18	12	30
6	12	8	20
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	106	90	196

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1	192
(5) Total transferred students in row (3) divided by total students in row (4)	0.042
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 37 %
 Total number students who qualify: 73

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 12 %
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	0 Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness	0 Specific Learning Disability
1 Emotional Disturbance	2 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	96%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Prairie Elementary School's mission exists to create, deliver and responsibly manage opportunities for all children to learn every day and become contributing citizens. These opportunities are developed in partnership with the community and provided in a safe and supportive environment. Our motto is displayed proudly on our front lawn --Every Student Learning Every Day.

In 1970, surrounding communities of Keuterville, Ferdinand, Greencreek and Cottonwood consolidated to form the Cottonwood School District. In 1970 our elementary enrollment K-6 totaled 463 students. In the current year our enrollment is 200.

Our traditions are deep rooted and encompass strong family values and support for our school. Our attendance at school functions is impressive. School concerts are held at 1:00 p.m. and approximately 250 parents, friends, grandparents, and community are in attendance. Our Open House at the beginning of the school year is attended by 90% of the parents. Fall Parent-Teacher conference attendance averages varies from 85-95%. Spring attendance varies with approximately 65% of our families in attendance. Our communication with parents is done with email, phone contact, parent access through our information management system, all with an open door policy. Our community members have access to school activities through our website and also email contact. Our community supports our school as we pass a supplemental levy every year with 58-65% approval. Our student population is 96% Caucasian and our socio-economic status calculated by our free and reduced applications is 38%.

Our success is due to people who invest many hours of time and energy to making Prairie Elementary a 4-Star School and a Distinguished Elementary School as awarded by the State Department of Education. Our teachers and paraprofessionals average 14 years of experience. We house a private preschool in our elementary school which provides daily communication with our Kindergarten. We are a Century 21 Grant recipient and have an after school program (Center for Discovery) for students in grades K-6. Our class size average is 18. We offer music and art within our school day and have an after school elementary choir and a Safe and Drug Free group called Kindness Rocks. Kindness Rocks brings students and parents together for family activities.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Performance levels on assessments vary between tests. Students in K-3 take the Idaho Reading Indicator. Students in grades 3-6 complete the ISAT which in 2014 moves to the Smarter Balanced Assessment (SBAC). Our local assessments include STAR Math, STAR Reading, MAP, Early Literacy. These tests give guidance along the way and help inform our instruction.

Our Prairie Elementary School student Idaho Reading Indicator (IRI) results usually show scores above state benchmark levels. Information taken from our 2009-2010 school report card shows our Kindergarten at 84.62% while the state percentage was 80.31. Our 3rd grade showed 69.23% at grade level (benchmark) while at the state the percentage was 77.41%. This was alarming.

Information taken from the 2012-2013 data shows Kindergarten students at grade level 70.59% while the State of Idaho target was at 60%. The 3rd grade showed 84.85% at grade level (benchmark) while the state showed 85% as the target. This was an indicator that progress was being made.

During those same years the 2nd grade data showed 93.33% of the students at grade level on the 2009-2010 school report card while the state average was 74.64%. The same grade in 2012-2013 showed 86.21% at grade level (benchmark) and the state target at 85%.

In choosing a couple of data points above, we can show that Kindergarten training throughout the year was getting the results we wanted. In second grade we could see our scores not as strong as we wanted them to be. We could definitely see a need for a change in instruction in third grade.

Our staff got together and put a schedule in place to guarantee 90 minutes of reading in grades K-6. With that block of time we wanted to also have data along the way to show if we were meeting benchmark goals and would ultimately reach the state average on the Idaho Reading Indicator in third grade. In 2012 our elementary school received training in the Superkids Reading program and implemented it in grades K-2. Students were tested throughout the year on words per minute and those below average on benchmark tests were given Title I support in Reading Naturally and Seeing Stars. Students in grades K-3 who showed below grade level (intensive) on the fall IRI qualified for a Jump Start program offered by the Prairie Elementary staff during the summer of that school year usually last week in July first week in August. This program helped those students who needed a boost before they started the next school year. We continue to follow this routine.

As we move into the 3rd through 6th grades and examine the Idaho Standardized Idaho Standardized Achievement Test (ISAT) data, we find that we score well in the advanced and proficient categories. For example in 3rd grade in 2009, 48.5% advanced and 48.5% proficient showing 97% of the 3rd grade advanced or proficient. The state showed 86.8% advanced or proficient. In 2013 63.5% advanced and 33.3% proficient showing 98.6% of the 3rd grade advanced or proficient while the state showed 89.4%.

Our school looks at the early Idaho Reading Indicator (IRI) data and pays close attention to the 3rd grade data to help monitor our success. We continue to believe that if students aren't reading at grade level by 3rd grade they will struggle.

If we look at the same school years and show information in math, you see that in 3rd grade 2009, 63.6% were advanced and 33.3% proficient while the state percentages show 55.4 advanced and 31.2 proficient. In 2013, 72.7% advanced and 27.3 proficient showing 100% advanced or proficient. Our school report card for 2013 shows 94.5% advanced or proficient for students in grades 3-6.

2. Using Assessment Results:

The state assessment results provide indicators of how well we have addressed the standards and used benchmark testing, progress monitoring data, and local assessments to monitor student success. In grades K-2 we follow the Superkids core reading program. This program has quarterly assessments that are used to monitor and adjust the interventions needed. We test students quarterly in STAR Reading and STAR Math in grades 2-6. . Student's reading levels in grades 2-6 are monitored and the books they read are set within their zone of proximal development using the Accelerated Reading program.

Students in grades 3-6 are given the Measure of Academic Progress (MAP) test in fall, winter and spring and the STAR Math quarterly to assess progress. The results are used to place students in intervention or acceleration groups. Students move in and out of these placements as the results are analyzed.

The IRI, ISAT, MAP, STAR and Superkids data is compiled and used when our Response to Intervention team meets. Teachers who refer students to the team use data to help with the process. A meeting schedule for the Response to Intervention team is set at the beginning of each year.

Prairie Elementary hosts parent-teacher conferences in November and March. Progress reports are sent to parents every 4 1/2 weeks, report cards go home every quarter. Our Student Management System has a parent portal and approximately 65% of our parents with students in grades 2-6 have a login for access to grades and attendance. A yearly school report card is posted on our website (www.sd242.org). Monthly school assemblies honor students for their achievements.

Prairie Elementary School is recognized as a Distinguished Elementary School. "The requirements to achieve this award are rigorous, and the board congratulates the students, teachers, staff, parents and patrons of these schools on their hard work and dedication," State Board President Don Soltman said. "There are more than 700 schools in Idaho, so these seven can be very proud of their outstanding performance and growth last year."

In order to be eligible, our school had to meet the following criteria:

- Meeting the annual measurable objectives in all subjects for overall students and all subgroups.
- Ranking among the top 5 percent of schools in student proficiency, and being among the top 10 percent of schools in the proficiency gap between the highest and lowest achieving subgroups and at-risk groups.

3. Sharing Lessons Learned:

Prairie Elementary School is part of a five district consortium. The consortium was formed to bring small schools together to pool resources. Often in districts our size there is one elementary school with one teacher per grade. Within the consortium, lead teachers come together to plan and prepare lessons and materials for teachers within each of their respective schools. The consortium schools meet three times per year as a whole group and receive training from Discover Education. Prairie Elementary is the host for the Discovery training provided by an Albertson's Foundation Grant.

Topics covered this past year include lesson planning and lesson design wrapped around the new Idaho Core Standards. Together teachers prepared lesson and unit plans to share within the consortium. All plans are housed inside Idaho System for Educational Excellence (ISEE) program that the State of Idaho has in place as a data warehouse. Within this consortium we have a technology expert who has been in all five districts showing technology tools that can be used in reading and math. Examples include Edmodo, creating vokis, and using google apps. The consortium has an Edmodo site where teachers can post questions and ideas. The State of Idaho hosts a two day workshop in June for educators across the state to come together to learn new strategies in reading and math, look at the technology tools and share successes. Many of the teachers in the consortium are asked to present to other teachers.

Prairie Elementary School teachers in grades 3-6 are involved in a state pilot program using the online Khan Academy program. The growth shown on the MAP test from fall to winter has prompted the state to invite teachers to Boise for a presentation and a sharing of "what is working" in our school. That presentation will take place in May. We will have a video ready for the May meeting.

Our elementary school is part of the Idaho Leads Program and has been a participant for the past two years. We have a cross group of people from our district involved in this project including board members, parents, teachers, students and administration. The project has focused this year on implementation of the Idaho Core Standards. We have a video of our involvement and our success with the program on our website (www.2d242.org)

What teachers and administration have learned is that we need a linear progression from grade to grade with curriculum. We know it is important to communicate with one another regarding core curriculum. Our staff has a strong relationship with one another which promotes healthy collaboration and a support for one another.

4. Engaging Families and Community:

Prairie Elementary School is proud of the many volunteers we have throughout school and district. We have a school population of approximately 200 and have had 58 parent and community volunteers throughout the year helping in our classrooms, on our field trips, and coaching and mentoring. Volunteers provide individual attention in reading that leads to student success. Students also receive attention outside of the classroom in sports, on a field trip or during after school activities.

Our after school program, Center for Discovery, works with the classroom teachers to provide one-on-one support for students who may need assistance with school work and it is also a place for social activity. Our drug free group, Kindness Rocks, provides activities for students and parents bringing families together to work on art projects, fly tying, bracelet making, bingo night, etc. With each activity there is always a message regarding kindness and anti-bullying.

Our student management program allows parents access to their children's grades and attendance. Sixty-five percent of our parents have logins to the system. During the fall open house, parents are given information regarding the Title I program, after school program, after school activities, and school expectations throughout the year. Parent-teacher conferences are held in November (85-95% attendance) and in March (65% attendance). Home visits are made when students are absent from school for three to five consecutive days. When students are absent, a call is made to parents to find out details.

Our community stands behind our schools as they have passed a levy every year since 2005. Community members are our volunteers, coaches, and mentors.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The school's core curriculum address the learning standards as they apply to our motto, "Every Student Learning Every Day".

Kindergarten through second grades offer a basal reading program that teaches reading fundamentals through a systematic approach integrating writing, spelling and reading. Superkids is the program used in these grades. The integrated program provides approximately 90 minutes per day. Math is taught following the Idaho Core standards for 60 minutes a day. Students participate in 60 minutes of music per week taught by a certified music instructor. Physical education is offered and conducted by the classroom teacher who follows the Sports Play and Active Recreation for Kids (SPARK) curriculum. Students in these grades are given 50 minutes per week of physical activity. Science instruction provides 90 minutes per week with lab activities and hands-on projects as the focus. Social Studies is integrated into the Reading program. Students in grades K-2 have iPads in their classrooms. Math and Reading applications are loaded on the devices and used throughout the day for supplemental support. Students are also given 60 minutes per week rotating into the computer lab where they are instructed by a certified teacher on how to keyboard and word process.

Students in third through sixth grades move into reading books at their zone of proximal development. Students also read science and social studies books for content. Spelling is emphasized working with high frequency words and words within context of the content. The Accelerated Reading program is used in grades 3-6 in conjunction with the Houghton Mifflin Harcourt Reading and Language Arts series. Social Studies texts are supplemented with newspaper articles on current events and Time for Kids give students exposure to world events and issues. Art and music is taught in varying degrees in grades 3-6. A certified music teacher provides music twice per week in grades K-4. Art is taught by the classroom teachers. All fifth and sixth grade students take band and Art on a rotation schedule every day. The SPARK program activities are followed in physical education taught by the grade level teachers. Opportunities for gym and outside time are made available daily with morning and afternoon recess.

Technology is an integral part of the daily education of our children at Prairie Elementary. All classrooms have devices in the room that include iPads, chromebooks, laptops. Students have the opportunity to utilize the computer lab with thirty desktop machines. All of our testing is completed in our computer lab or in individual rooms utilizing the chromebooks. Most classrooms have a smartboard and all classrooms have wireless and broadband capacity.

Technology is part of our academic success. Students write research papers, short essays and produce presentations using the technology and share their information with other students using Google drive. All students have access to Khan Academy online curriculum and many are using the program for advanced placement activities. Wireless devices are used in all classrooms with iPads and Chromebooks available throughout grades K-6. Applications are loaded on the devices to support math and reading activities at appropriate grade levels. Kindle tablets are available for checkout from the library and they house classroom novels most often used in fourth grade.

2. Reading/English:

The Superkids Reading Program, developed by the Rowland Reading Foundation, is a K-2 reading curriculum. This program has a spiraling curriculum in which skills and concepts are learned, reinforced and built upon.

Students are actively engaged with this program and thoroughly enjoy the components of this curriculum. The same characters are in each of the levels but as our students "grow" and move on to a new grade, the characters in the book do as well. The stories, songs and activities that are part of this program are fun and exciting while teaching the students the skills needed to become confident readers. The concepts and skills

taught to our youngest students follow through as they begin mastering these concepts in first and second grade. Our goal is to provide a curriculum that allows our students to achieve the success they need by the end of the second grade so that they follow the path of becoming lifelong readers and learners.

Third through sixth grades use the Houghton Mifflin Harcourt Reading and Language Arts series. The Accelerated Reading program is used to accelerate and remediate students depending on the reading level. Students are assessed quarterly using the STAR Reading program assuring that we are meeting the needs of the individual students.

Our school librarian is an integral part of our reading program. She is involved in book choices for students and utilizes the reading reports that are generated from the STAR program. She knows the students and the types of books they like to read and helps the students make choices. Kindle tablets are checked out to students daily and she monitors their usage. Classroom novels are loaded and utilized by students in fourth grade. Other students read books in their zone of proximal development and take Accelerated Reading tests.

During the summer, our Center for Discovery, after school program, hosts a summer reading program and utilizes our library. She has guest readers in each week.

3. Mathematics:

Prairie Elementary School is following the Idaho Core standards for teaching mathematics. All mathematical tasks and activities should be meaningful to students. Posing relevant questions, collecting data related to those questions, and analyzing the data creates a real world connection to materials and concepts being taught.

We provide a spiraling curriculum for math. What is taught at the lower levels is built upon, and expanded as the children pass from grade to grade. The children have a foundation upon which to build. Prior knowledge allows them to understand new concepts being taught.

Providing children with hands-on experiences, concrete materials and continual support allow them to grasp the meanings of new concepts being taught and to grow at a pace that keeps them competitive with the state standards for their grade level and beyond.

Manipulatives and hands-on activities provide extra support to students who are performing below or above grade level.

Not all children learn the same way. Providing instruction and methods that vary will help all students to understand concepts being taught. One certain method or instruction will make sense to them. Providing extra practice for all levels of students ensures that the students do understand the concepts that are being taught and will allow them to continue to grow in mastering these concepts. Success in mathematics can be found through class work as well as individual work. Providing as many different methods and instructional approaches will ensure success for all students.

Teachers of students in grades Kindergarten through Second, use the Common Core Georgia Standards and Saxon Math books and materials. iPads are used to supplement math with applications matched to the standards. Math facts in a flash, a computerized flash card program, is used to help students work on math facts in adding, subtracting, multiplying and dividing.

Teachers use the Hartcourt HSP series for their core math but have many options for supplementing the text. With movement to Idaho Core, teachers are utilizing materials from the internet and a variety of supplemental sources such as workbooks, core materials from other states, ie. Georgia and New York, Khan Academy, Math Facts in a Flash, and Accelerated Math. Students have access to a computer lab and Chromebooks daily. Students are guided to the online programs when they have free time. Many of the students enjoy Khan Academy and as you walk in and out of classrooms, you will see students working in this program.

4. Additional Curriculum Area:

Our mission: We will create, deliver and responsibly manage opportunities for all children to learn every day and become contributing citizens. These opportunities will be developed in partnership with the community and will be provided in a safe and supportive environment.

Often a smaller community has to eliminate programs due to budget issues and enrollment. Prairie Elementary is fortunate to have a community that supports the arts. They support music and art in our elementary school. Our elementary student's art work has been chosen in various years for Safety Bus calendars and the state department Christmas card. All students in fifth and sixth grades take an art and a music class taught by certified instructors. Our community support these programs as we have passed a levy for supplemental funds since 2005.

Teachers in K-2 utilize volunteers to help with art projects throughout the year. Thanksgiving, Christmas, St. Patrick's Day, and May Day are events where students create special projects to take home. Students learn to draw, paint and color in K-2. Students in third and fourth integrate art design into their writing by creating collages and picture books illustrating their history projects. Fifth and sixth grade students have a certified instructor who see students two or three times per week as they rotate between art and music. Often times you will see student art presented as backdrops for our concerts which are held two times per year. Students learn to be creative and are given opportunity to choose their own art projects. Often you will see students drawing, crocheting, working with pottery, painting, beading and designing mobiles. Many students wear the scarfs and hats that they have created. The pottery and ceramic items are displayed in our library on a rotating basis.

Our elementary students take part in the Lionel Hampton Music festival in Moscow, Idaho, they perform for the senior citizens, and take part in the State of Idaho elementary music festival. Our community supports these opportunities as passage of a supplemental levy supports field trips. Often our community donates instruments to our music programs throughout our district.

It is evident that our community supports the arts as we built an art room at our junior/senior high school three years ago to add needed space and equipment to the program. Students are given opportunities to enroll in dual credit art classes.

Music and art supplement our math and reading programs. Students are taught about rhythm in relationship to timing and how that transfers into fractions and parts of the whole. Students learn to read music and interpret the meaning of passages and often poetry becomes a big part of the curriculum.

5. Instructional Methods:

State and local test data is used to place students in groups for reading and math. Students begin the new school year in these groups and as data shows growth or a need for remediation, students are placed in new groups or further testing is done to see what other support is needed.

Students are initially placed in grades by their age. As teachers observe students and interpret the data, students are given opportunities to advance or those who are behind are given support. Students are tested at least three times per year in various subjects.

In reading, students have opportunities to advance based on their reading levels. Utilizing the Accelerated Reader program students are placed in books at their instructional reading level and advance as they progress. Students test on the books they read and our librarian and teachers monitor the progress. Students who are below grade level are given support with programs such as Read Naturally, Phonics Boost and Blitz, Seeing Stars and Barton's Spelling. Paraprofessional support is provided to students who need the extra help. In the third through sixth grades, intervention groups are utilized to place students in projects or programs that help support their level of expertise. Through intervention, accelerated students move into upper level coursework and the students who need remediation are helped utilizing the paraprofessionals.

STAR Math and Reading data, Khan Academy, and MAP data taken at least three times per year, helps teachers work with students and monitor and adjust curriculum. Students move in and out of intervention groups based on their skill levels through the year as monitored by observation and test data.

Technology devices are available throughout the school and are located in a number of classrooms. Certain iPad applications are made available for students in Kindergarten through fourth grades. Chromebooks are located in third through sixth grade classrooms and a computer lab is available to all students Kindergarten through sixth. Accelerated Math and Reading programs are used daily and Khan Academy is used for students at all levels but it gives the advanced students opportunities to excel. Videos are used to instruct students on material that they haven't been exposed to or used to refresh them on concepts that have already been taught. Students in grades three through six, have a google drive where their work is stored.

6. Professional Development:

"Trudi Norman-Murch, Ph.D., CCC-SLP, Southwest Human Development, Phoenix, Arizona and Karen Wollenburg, M.S., The Portage Project, Portage, Wisconsin" state in their research that staff development is a process not an event. Prairie Elementary School focuses on that type of professional development and activities are designed accordingly.

We work on a three year professional development plan and monitor and adjust it each year. We pay close attention to state initiatives and provide professional development opportunities for our teachers updating the information. Our school calendar has nine days set aside throughout the year for professional development activities supporting our professional development plan. Prairie Elementary works with four surrounding elementary schools and teachers meet to discuss curriculum and testing.

Our school district reimburses teachers for college credits and provides two professional development days throughout the school year outside of the scheduled professional development days. Idaho has moved into Idaho Core and offers opportunities for professional development. Our teachers are given opportunity within the scheduled professional development days to work with grade level teachers and are currently aligning curriculums in reading and math to the Idaho Core Standards.

During the summer of 2012, Kindergarten through second grade teachers gathered for a presentation from Rowand Reading on the Superkids program. Kindergarten through second grade teachers have gathered since during the year to get updates through webinars. Our district staff has been involved in designing and sharing unit and lesson plans across the 5 district consortium. Our district is involved in Idaho Leads which fosters a train the trainer model for educating teachers on the Idaho Core Standards. Finally, we are heavily involved in utilizing Khan Academy online course work and are working with the state to plan for next year.

7. School Leadership

Key to any successful school lies in the leadership that is at the head of the school. We are fortunate to have a superintendent and principal that allows teachers the freedom to choose what they deem best for their students and to provide the support that is needed to successfully provide each and every student with the support they need to succeed. Our school respects our administration, each other, the students and our students' parents so that coming together during the school day is the best place a student can be to succeed in their learning career. Our school allows and provides for many professional development opportunities for the teachers and para-professionals. Administrators support and provide opportunities for collaboration among teachers. Working with the same grade level teachers allows for students to learn the same topics/materials no matter which class they are in. Teachers support each other to provide shared knowledge for the benefit of all students. Working with teachers above and below grade levels allows for more fluid learning and progression in students' progress and skills. Opportunities for hands-on activities, access to materials, field trips, and staff support enhances classroom learning and provides experiences to allow students to succeed and progress as far as they can go.

The Principal is very motivated and pushes staff to try new things. She is vested in technology and loves to look at data. Only programs that are geared toward student achievement are integrated into the curriculums. The relationships between teachers, paraprofessionals and the principal are very interactive. Everyone works well together to be on the “same page” regarding performance of each individual student. School schedules with increased reading time have changed in recent years to help students become more successful. We offer many online resources that allow students to advance. We also offer and work with underachieving students to help them be successful at grade level.

Leadership at the school level is granted through the local board. School board members support administration and give authority to administer programs and hire staff. Our board, staff and administration stand behind the statement, “We are all in this together”.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Idaho Standards Achievement Test

Test: ISAT

Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	89	94	90	97
% Advanced	73	68	88	61	64
Number of students tested	33	28	17	28	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	6	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	73		80	95
% Advanced	71	55		60	45
Number of students tested	17	11	7	15	20
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	3	1
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	89	94	90	100
% Advanced	75	67	88	61	66
Number of students tested	28	27	100	28	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given due to less than 34 students in that subgroup

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: ISAT

All Students Tested/Grade: 4

Edition/Publication Year: 2008

Publisher: Idaho Standards Achievement Test

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	90	95	97	100	100
% Advanced	45	71	45	39	52
Number of students tested	31	17	31	33	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment		1	1		
% of students tested with alternative assessment		6	3		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	85		81	100	100
% Advanced	31		25	11	44
Number of students tested	13	8	16	18	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	94	90	100	100
% Advanced	43	67	45	39	52
Number of students tested	30	15	31	33	27
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given as number was below 34 in that sub group

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: ISAT

All Students Tested/Grade: 5

Edition/Publication Year: 2008

Publisher: Idaho Standards Achievement Test

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	85	94	93	88	91
% Advanced	74	36	30	23	49
Number of students tested	19	31	30	31	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1			
% of students tested with alternative assessment	5	3			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		84	85	83	87
% Advanced		13	14	22	40
Number of students tested	9	15	14	18	15
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				2	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	89	94	94	88	90
% Advanced	77	36	30	23	45
Number of students tested	17	31	2		31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: ISAT

All Students Tested/Grade: 6

Edition/Publication Year: 2008

Publisher: Idaho Standards Achievement Test

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	96	86	97	94
% Advanced	58	50	43	60	37
Number of students tested	33	28	37	30	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	79	93	87	100	92
% Advanced	36	36	46	43	46
Number of students tested	14	14	22	14	26
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			2	4	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	96	86	97	94
% Advanced	58	50	43	61	38
Number of students tested	33	28	37	28	34
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: ISAT

All Students Tested/Grade: 3

Edition/Publication Year: 2008

Publisher: Idaho Standards Achievement Test

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	97	96	100	94	98
% Advanced	64	50	71	61	49
Number of students tested	33	28	17	28	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	6	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	95	91		93	95
% Advanced	71	27		60	45
Number of students tested	17	11		15	20
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	3	1
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	96	100	93	97
% Advanced	64	48	71	61	50
Number of students tested	28	27	17	28	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: ISAT

All Students Tested/Grade: 4

Edition/Publication Year: 2008

Publisher: Idaho Standards Achievement Test

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	100	90	94	96
% Advanced	44	59	45	36	48
Number of students tested	32	17	31	33	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment			1		
% of students tested with alternative assessment			3		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	85		81	89	94
% Advanced	21		25	33	38
Number of students tested	14	8	16	18	16
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	3	3	1	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	100	90	94	96
% Advanced	42	60	45	36	48
Number of students tested	31	17	31	33	27
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: ISAT

All Students Tested/Grade: 5

Edition/Publication Year: 2008

Publisher: Idaho Standards Achievement Test

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	97	100	100	97
% Advanced	68	45	59	55	36
Number of students tested	19	31	29	31	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1			
% of students tested with alternative assessment	5	3			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		93	100	94	100
% Advanced		33	46	44	20
Number of students tested	9	15	13	18	15
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			2		5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	97	100	97	97
% Advanced	71	45	59	55	32
Number of students tested	17	31	29	31	31
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: ISAT

All Students Tested/Grade: 6

Edition/Publication Year: 2008

Publisher: Idaho Standards Achievement Test

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	100	90	88
% Advanced	49	61	51	57	44
Number of students tested	33	28	37	30	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	3				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	93	85
% Advanced	43	43	50	43	41
Number of students tested	14	14	22	14	27
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5	2	2	4	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	100	100	90	89
% Advanced	49	61	51	54	46
Number of students tested	33	28	37	28	35
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 2009-2011 Prairie Elementary was a targeted Title I program. 2012 they moved to school-wide.
2011 7 Economically disadvantaged students - no scores given